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ABSTRACT

This is the first phase in a continuing study of the role of paraprofessionals in New York State, exclusive of New York City, with 667 school districts being asked for information on the types of services, qualifications, age, training, work hours, financial support, and general acceptance. Ninety-four percent of the questionnaires were completed, showing that 94.7 percent of the responding districts use paraprofessionals, with slightly more in city and suburban than in rural districts. Paid paraprofessionals, of whom there are twice as many as unpaid, are most used as room, library, teaching, playground, monitorial, and audiovisual aides, with voluntary workers as library, teaching, lunchroom, health service, remedial, and playground aides. Voluntary aides seem most successful in one-to-one services to children, which are more social than clerical. The majority of the school districts require either high school diploma or some college experience; 68 percent have no minimum age limit and 84 percent have no maximum. About 25 percent provide special training programs. The first reported use of paraprofessionals was in 1940-44, with the numbers increasing greatly since 1960. If more funds and personnel were available, 86.7 percent of the districts report that they would use even more. There are very few cases where the use of paraprofessionals was rejected because of school board, teacher, or parent opposition. Details of the survey are given in 16 tables. (MBM)

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THE STATUS OF PARAPROFESSIONALS IN NEW YORK STATE SCHOOL DISTRICTS

Phase One of a Continuing Study

School Paraprofessionals: Roles and Job Satisfactions

With the aid of a grant from the Bureau of Occupational Education Research, The New York State Department of Education, Albany, New York 12224.

Department of Education
College of Agriculture
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November 1969

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Any study based on questionnaires involves the cooperation of respondents. In this study, returns have been received from more than 94 percent of the 667 New York State school districts approached for information. This excellent response is gratefully acknowledged.

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Highlights

a. New York State has over 10,000 paid and almost 5,000 voluntary paraprofessionals working in the public schools; the numbers are increasing rapidly.

b. Lunchroom aides are the most common paraprofessionals.

c. Library aides are the most common voluntary paraprofessionals.

d. Over 100 types of paraprofessionals are identified.

e. The high school diploma is the most typical educational requirement for all types of paraprofessionals.

f. Most paraprofessionals work middays; many work an amount of time equal to a teacher's week.

g. Minimum and maximum age requirements are not yet specified by the majority of school districts.

h. The regular school budget is most frequently used to pay paraprofessionals.

i. Less than one-half of the school districts using paraprofessionals provide a training program through their own resources or in concert with other institutions and organizations.

j. The largest increase in paraprofessional use has been during the years 1965 to 1968.

k. Little opposition to use of paraprofessionals by school boards, teachers, and parents seems to exist.

l. Liability as a reason for nonuse of paraprofessionals is not identified as a major issue.

m. Scarcity of paraprofessionals may be a problem in the rural districts.

Table of Contents

	Page
Introduction	1
Nature of Phase One	2
Use of Paraprofessionals	3
Types of Paraprofessionals in Use	3
Educational Qualifications and Preparation of Paraprofessionals	6
Age Requirements	8
Paraprofessional Training	8
School District Participation in Special Training Programs Sponsored by Outside Institutions and Organizations	9
Paraprofessional Work Hours	9
Future Increase and Use of Paraprofessionals	11
Years of Paraprofessional Use	11
Source of Funds Supporting Paraprofessional Use	13
The Question of Nonuse	13
Summary Statements	15
Appendix	18
Selected Bibliography	27

Figures

		Page
Figure I	Comparison of Reported Paraprofessionals in New York State	5
Figure II	101 Paraprofessional Types Reported by School Districts	7
Figure III	Reported Institutions and Organizations Providing Paraprofessional Training	10
Figure IV	Positive and Negative Comments by Administrators Concerning Extension of Paraprofessional Use	12

Tables
(Appendix)

		Page
Table I	New York State School Districts Contacted in Phase One	18
Table II	New York State School Districts Reporting Use of Paraprofessionals	18
Table III	Types and Numbers of Paraprofessionals in New York State	19
Table IV	Comparisons Where Voluntary Paraprofessionals Exceed Paid Paraprofessionals in Numbers	20
Table V	Educational and Training Requirements for Paid and Voluntary Paraprofessionals	20
Table VI	Paraprofessional Educational and Training Requirements by Types	21
Table VII	Paraprofessional Age Requirements	21
Table VIII	Minimum Age as Required by 185 School Districts	22
Table IX	Local Provision for Paraprofessional Training by Types of School Districts	22
Table X	Participation of School Districts in Training Programs Provided by Outside Institutions and Organizations	23
Table XI	Typical Paraprofessional Work Hours as Reported by 628 School Districts	23
Table XII	School District Responses to Question, "Would You Use More Paraprofessionals if Available?"	23
Table XIII	Respondent School District Use of Paraprofessionals	24
Table XIV	Source of Funds	24
Table XV	Major Reasons for Not Using Paraprofessionals	25
Table XVI	School District Types Represented by 33 School Districts Not Using Paraprofessionals	26

STATUS OF PARAPROFESSIONALS IN NEW YORK STATE SCHOOL DISTRICTS

Introduction

This report, a first phase in a continuing study of the role and job satisfactions of school paraprofessionals, reveals that a surprising number of schools in New York State are utilizing paraprofessionals to meet educational needs.

The concept of the paraprofessional is not new. The field of medicine had its medical assistants, dental assistants and nurse aides for many years. As early as 1953 Bay City, Michigan experimented with teacher aides in what appears to be the real beginning of the paraprofessional movement in American education. However, the idea of the paraprofessional did not catch on in education until the midsixties when, partly as a result of Federal funds suddenly being made available, increased interest in school paraprofessionals developed.

The notion of a person in the schools who is not a teacher, but who carries on some of the functions of a teacher and who is perhaps paid for his labors, is not easily accepted by the hierarchy from teacher to state education chief. Hence, this is a movement that arose from expediency, without much planning or systematic effort to build support of the professional staff, without clear identification of their role and responsibility, and without involvement of the community or paraprofessionals themselves. This study, in the conceptual framework of the school as a social system dealing with an occupational reorganization that is disturbing to the stability of the system, seeks to identify roles, responsibilities, legality, supply and demand, and various socioeconomic factors relating to

paraprofessionals in New York State schools.

Nature of Phase One

Phase One of this study is a general approach in which school districts in New York State were asked to provide information about use of paraprofessionals, the types of services, qualifications, age, training, work hours, financial support, and general acceptance.

Questionnaires were mailed to 667 school districts in the state of New York. (New York City was considered to be so different from other districts in the state that it was eliminated from the study. Common schools were not considered for the reason that chance of paraprofessional use is remote.) Ninety-four percent of the school districts contacted returned completed questionnaires. This unusually high percent of return from a mailed questionnaire indicates the interest and concern of school administrators in this topic. Of the 94 percent of the school districts responding, use of paraprofessionals was reported by 94.7 percent in response to the question: Is your school district using any paraprofessionals this 1968-69 school year?

In order to study factors such as suburban or rural location, population, size and similar characteristics, the school districts responding to the questionnaire were classified into seven categories: city school districts of greater than 125,000 population, city school districts of less than 125,000 population, enlarged city school districts, central school districts--suburban, central school districts--rural, union free schools--suburban, and union free schools--rural. Suburban or rural designation of union free and central schools has been made by the investigators in terms of nearness to or remoteness from cities. These two factors were believed, at the inception of the study, to influence the

selection and use of paraprofessionals.

Tables I and II in the Appendix show the number of school districts, classified by type, that responded to the questionnaire and the number reporting use of paraprofessionals.

Use of Paraprofessionals

Use of paraprofessionals is slightly higher in the city and suburban locales. However, the percentage of use (83.3--100.0) is high in all seven types of school districts. General acceptance of paraprofessionals is apparent in nearly all New York State school districts.

Types of Paraprofessionals in Use

Administrators were asked to indicate types and numbers of employed or voluntary paraprofessionals engaged in their school districts. The questionnaire provided for general classifications restricted to 20 types. Replies are summarized in Table III of the Appendix.

The most common types of paid paraprofessionals are: (1) room aides, (2) library aides, (3) teaching aides, (4) playground aides, (5) monitorial aides, and (6) audiovisual aides.

The most common voluntary paraprofessionals are: (1) library aides, (2) teaching aides, (3) lunchroom aides, (4) health service aides, (5) remedial aides, and (6) playground aides.

Several schools reported a large number of voluntary aides in school-community, custodial, and transportation services. This is not a general pattern across the state. Perhaps success in obtaining these paraprofessionals is a local matter.

Lunchroom, library, and teaching aides are commonly used in both paid and voluntary respects. Outside of these categories comparison is questionable because of small numbers and diversity of function.

The total number of paid paraprofessionals (10,054) is about twice the number of voluntary paraprofessionals (4,854). Several explanations are suggested:

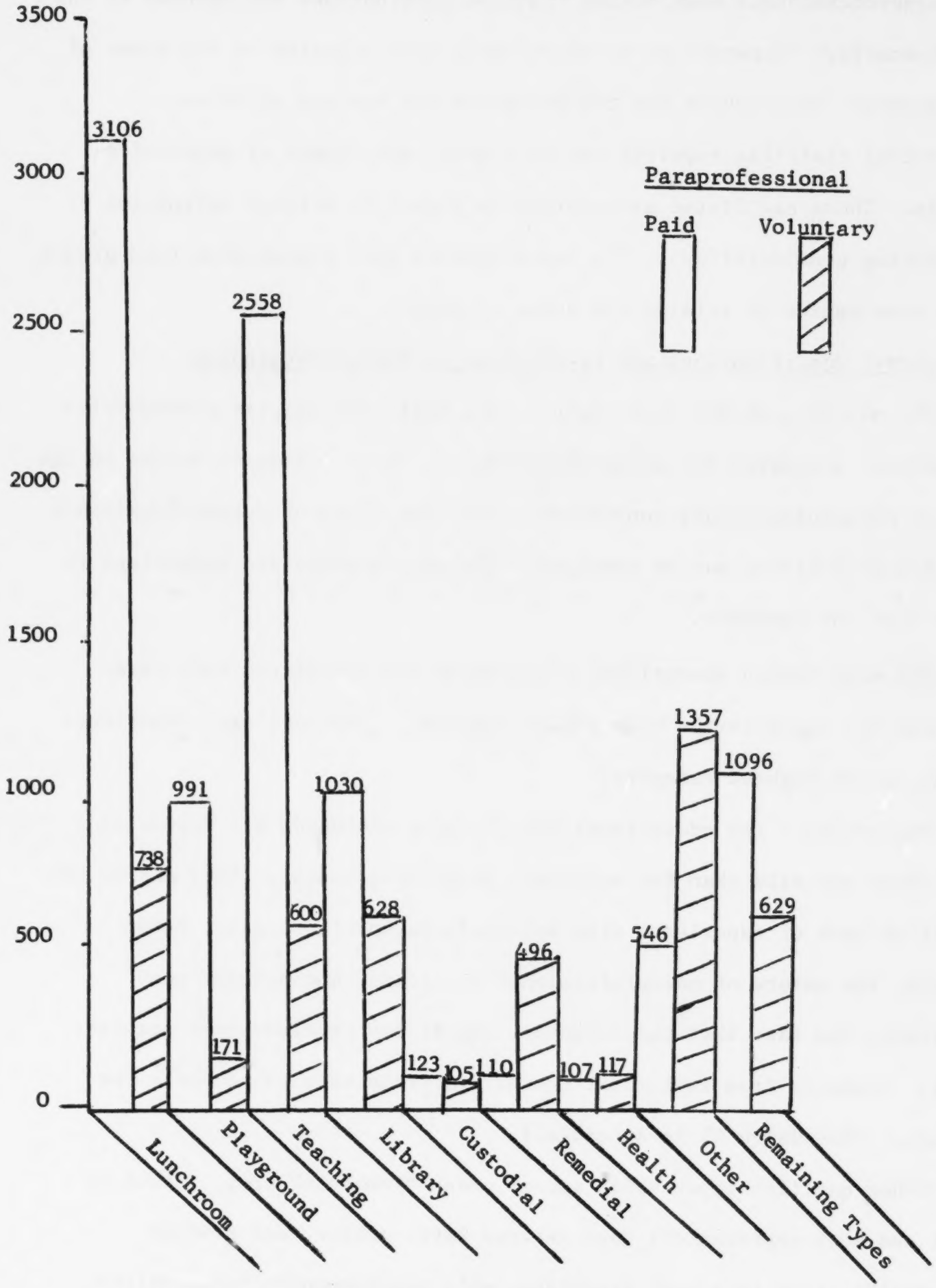
1. Inability to obtain services of voluntary paraprofessionals because no salary is offered.
2. Belief that paid services provide better results than voluntary services.
3. Lack of search for voluntary workers.
4. Lack of knowledge or disinterest in voluntary service by prospective voluntary workers.
5. Inadequate communications with the public concerning voluntary paraprofessionals.
6. Lack of preparatory organization at the school level for reception and utilization of voluntary paraprofessionals.

A comparison between voluntary and paid paraprofessionals is shown in Figure I. Some school districts have been quite successful in obtaining voluntary assistance. This is particularly noticed in homework, school-community, health services, counselor, and remedial categories shown in Table IV in the Appendix.

These are paraprofessional areas where perhaps greater assurance of success is felt and a higher state of readiness to serve children without pay exists. To some degree there is a one-to-one basis between paraprofessional and child in these services. In addition, there is less chance of an immediate supervisor "observing over one's shoulder concerning what one is doing." Whatever the reason, the fact that some school districts have had considerable success in obtaining voluntary help in these areas indicates that other school districts could do the same.

Figure I

Comparison of Reported Paraprofessionals in New York State



Types of Paraprofessionals

School districts were invited to use the category "other" to account for paraprofessionals when duties "involve combinations not covered by the questionnaire." "General" paraprofessionals were reported in the sense of "all purpose" individuals who may be called for various services.

School districts reported use of a great many types of paraprofessionals. These are listed as reported in Figure II without definitive or overlapping considerations. The investigators have placed them into groups where some degree of relatedness seems to exist.

Educational Qualifications and Preparation of Paraprofessionals

The majority of New York State school districts require prerequisite educational standards for paraprofessionals. These standards depend on the type of paraprofessionals considered. For some types of paraprofessionals specialized training may be required. The requirements are summarized in Table V of the Appendix.

The most common educational requirement for admittance into paraprofessional ranks is the high school diploma. "Some college" experience is the second highest category.

Requirements for educational and training standards are supported more often for paid than for voluntary paraprofessionals. They may be the result of lack of experience with voluntary paraprofessionals, fewer numbers, the nature of paraprofessional positions, and perhaps most important, the fact that the voluntary aspect may preclude such requirements. Comments from individual school districts help to complete the picture. (See Table VI in Appendix.)

Other qualifications which appear under "Comments" are: "based on trial and work experience"; "use retired fire, police, and similar personnel"; "live in school districts, only requirement"; "personality,

Figure II

101 Paraprofessional Types Reported by School Districts

Audiovisual Aide
Radio Station Programmer
Television Aide

Lunchroom Aide

Teaching Aide
Volunteer College Student
Kindergarten Aide
Science Lab Aide
Art Aide
Language Lab Aide
Prekindergarten Aide
Foreign Speaking Aide
Montessori Aide
Swimming Pool Aide
FTA Senior
Elementary Art Aide
Secretarial Aide to Teacher
Headstart Aide

School-Community Aide
Migrant Aide
Home-School Worker (Prekindergarten)
Elementary Homeroom Mother
Teacher Friend
Community Aide (Head Start)
Service Work Aide
Future Nurse Club Aide
Adult/Youth Group Leader
Neighborhood Youth Supervisor

Twirler Assistant

Yearbook Adviser

Scout Labor Force

Library Aide
Library Secretarial Aide
Display Case Aide
Individual Projects Aide
Library Club Aide

Homework Evaluator
Mathematics Corrector
Theme Reader
Lay Reader
Social Studies Evaluator

Counselor Aide
Psychological Aide

Health Service Aide
Clinical Aide
Physical Examinations Aide
Health Aide

Machine Operator
Duplicator
Typist Aide
Elementary Clerical Aide
Data Processing Aide
Catalogue Aide
Technical Aide
Clerical Aide

Financial Aide

Custodial Aide

Remedial Teaching Aide
Reading Aide
Tutorial Aide
High School and College Studies Aide (T.O.P. Program)
Remedial Reading Aide
Special Class Aide
College Study Tutor
Handicapped Child Aide

Playground Aide
After School Recreation Program Aide
Noonhour Playground Aide

Transportation Aide
Parking Lot Attendant
Bus Rider
Bus Loading Aide
Bus Aide

Supervisory Aide
Building Control Aide
Relief Aide (Elementary)
Elementary Monitorial Aide
Monitor
Guide
House Aide
Elementary Security and Building Control Aide
Security Aide
Detention Aide
Crosswalk Guard
Study Hall Aide

Student Helper (Summer Program)
Tutor (Student Friends)
Special Education Aide
College Work/Study Program Aide

Office Aide
Attendance Aide

Teaching Materials Aide
Science Technician
Mathematics Resource Center Aide
Humanities Resource Center Aide
English Resource Center Aide
Social Studies Resource Center Aide
Research Assistant
Materials Aide
Multimedia Center Supervisor

home background, reputation, rather than education"; "typing ability"; and "civil service examination."

Age Requirements

Questionnaire returns indicate that 68 percent of the New York State school districts using paraprofessionals do not require a minimum age as prerequisite to consideration and service, and 84 percent do not establish a maximum age. (See Table VII in Appendix.)

In those districts that do specify age requirements, the minimum age specified by 185 school districts ranges from 14 to 25 years. The most common minimum age requirements are 21 (64.3 percent) and 18 (24.3 percent). (See Table VIII in Appendix.)

Other comments by administrators include the following: "minimum age depends on the position"; "14 years for pupil use, none for others"; "library and custodial aides--16 years"; "teacher aides--18"; "prefer 25 and over"; and "playground aides--16 and 21 for others."

Why most school districts do not have age limitations may perhaps be explained by the following reasons: (1) lack of information about and experience with paraprofessionals forbids exact delimitations; (2) personality, experience, maturity and potential factors are considered preeminent to age; (3) need for and limited availability of paraprofessionals precludes minimum age considerations.

Paraprofessional Training

About one-quarter of those school districts responding provide a special training program for either paid or voluntary paraprofessionals. The remaining districts depend on sponsored programs administered by outside organizations or depend on informal local means of indoctrination and orientation.

City school districts are more likely to provide local paraprofessional training. It is probable that smaller school districts either use informal approaches to orientation and training or depend on outside training programs.

Special local training provisions as obtained for "Comments" include: "for AV aides only"; "library workshops, July and August"; "special programs for remedial aides"; "meetings with principals and school psychologists"; "special programs for I.P.I. aides."

School District Participation in Special Training Programs Sponsored by Outside Institutions and Organizations

Less than one-fifth (16.5 percent) of the responding school districts of the State participate with other institutions and organizations in training programs for paraprofessionals; only 7.6 percent of the school districts participate in similar programs for voluntary paraprofessionals. Scarcity of outside assistance may be a factor, but does not seem probable. It is more likely that the movement for such help is still in its infancy and has yet to reach the large majority of school districts. (See Table X in Appendix.)

In many cases, school districts named the specific institutions and organizations with which they were cooperating in the training of paraprofessionals. The list should not be considered as including all such institutions and organizations in the state, but is included for information. (See Figure III.)

Paraprofessional Work Hours

School districts were asked "Typically, what hours do your paraprofessionals work?" They were requested to respond according to 6 work hour categories. (See Table XI in Appendix.) Paraprofessionals do not work the

Figure III

Reported Institutions and Organizations Providing Paraprofessional Training

B.O.C.E.S., Cortland County	University of Rochester
B.O.C.E.S., Oneida County	Southern Tier Regional Education Center
B.O.C.E.S., Tompkins and Seneca Counties	Finger Lakes Regional Education Center
Adelphi University	Rural Supplementary Center at Stamford
Broome Technical Community College	Genesee Valley Development Association
Corning Community College	Great Neck Prekindergarten Center
C.W. Post College	Catskill School Study Council
Elmira College	OEO "Opportunities for Broome"
Farmingdale State University College	Northern New York Multi-County OJT Program (Malone)
Harpur College (State University at Binghamton)	Chautauqua Opportunities, Inc.
Herkimer County Community College	School Principal's Training (Somers)
Jefferson County Community College	F.L.R.S.E.C.
Keuka College	E.C.C.O.
Mohawk Valley Community College	Y.W.C.A.
Nassau County Community College	New York State Employment Service
Oneida County Community College	New York State Department of Education
Oneonta State University College	MTDA (Ogdensburg)
Orange County Community College	WNY Study Council Workshop
Oswego State University College	North Syracuse Central School, Adult Education Program
Rockland County Community College	STREC Workshop

same hours of day or the same total hours per week. In many cases administrators reported various work hour arrangements.

The highest percentages of school districts in work arrangements for paid paraprofessionals are in requirements for "Midday Hours" (52.4 percent) and "Equivalent to Teacher Week" (48.7). With voluntary paraprofessionals "Midday Hours" (3.5 percent), "Half Days" (3.3 percent), and "Other Typical Work Hours" (5.1 percent) were most frequently reported.

Comments of administrators as related to "other typical work hours" include: "as needed"; "at times selected by aide"; "by assignment and workload"; "bus aides before and after school"; "decided by supervisor"; "evenings and Saturdays"; and "at home (lay readers)."

Future Increase and Use of Paraprofessionals

School districts were asked to respond to the question, "Would you use more paraprofessionals if available?" Better than two-thirds of the districts responded favorably. Of the 595 school districts reporting use of paraprofessionals (See Table II), it is noted that 516 school districts (86.7 percent) responded to this question for paid paraprofessionals while only 292 school districts (49.1 percent) responded for voluntary paraprofessionals. This situation perhaps indicates a negative viewpoint or lack of knowledge about voluntary paraprofessionals. (See Table XII in Appendix.)

Comments of the chief administrators are of both positive and negative order. These comments may be observed in Figure IV.

Years of Paraprofessional Use

The first use of paid paraprofessionals by the responding school districts was in the period of 1940-44. A large increase in paraprofessional use is noted for the years 1960-64, but nearly half the increase in

Figure IV

Positive and Negative Comments by Administrators
Concerning Extension of Paraprofessional Use

Positive Comments		
	Comment	Frequency of Comment
1.	If need arises	5
2.	Provided more money to support	57
3.	Yes, but volunteers should be paid	2
4.	Yes, have a waiting list	1
5.	Could use more language lab aides	1
6.	Will use more in the future	3
7.	Aides employed only as regular staff assigned to other duties	1
8.	Considering a voluntary aide program	1
9.	Will use more as concept develops	1

Negative Comments		
	Comment	Frequency of Comment
1.	Not at present	2
2.	Program too new to judge	1
3.	Caution needed because contractual agreements apply to aides as well as teachers	2
4.	Voluntary aides are not successful	1
5.	Teachers must first accept responsibility of planning and working with paraprofessionals	1
6.	Present staff adequate	1
7.	Board must be convinced of need	1
8.	If paraprofessionals can be used effectively	1
9.	Undecided	2

such use has occurred during the past 4 years.

It is evident that although the total number of school districts using paraprofessionals is less for voluntary than paid, the increase in percentage is somewhat similar. The use of paid paraprofessionals began earlier than voluntary paraprofessionals; three school districts reported use of paid paraprofessionals prior to 1950. (See Table XIII in Appendix.)

Source of Funds Supporting Paraprofessional Use

The great majority (88.2 percent) of school districts depend on their regular school budgets to support both paid and voluntary paraprofessional expenses. Second in importance are the various forms of Federal and State financial support which appear under many titles and grants and are presumed to have been advanced to assist in inaugurating programs rather than to endure as long time measures of assistance. Table XIV in Appendix shows source of funds.

The Question of Nonuse

Important to the understanding of paraprofessional use is the question of nonuse. Thirty-three school districts in the study reported that paraprofessionals were not in use. These school districts represent 5.7 percent of the total responding. Reasons given by the 33 school districts for not using paraprofessionals are tabulated in Table XV in Appendix. Some school districts reported more than one reason.

When the 33 school districts not using paraprofessionals are identified by type, most of them are found to be rural central school districts (51.5 percent). To a lesser degree, suburban union free school districts (24.2 percent) and suburban central school districts (18.2 percent) use no paraprofessionals. (See Table XVI in Appendix.)

The major reason for not using paraprofessionals is "Unavailable."

Since most of the school districts not using paraprofessionals are rural central school districts, geographic isolation and sparce population may be related to the problem of paraprofessional recruitment.

Another reason for not using paid volunteer paraprofessionals is "Cannot be supported financially." This reason may be partly based on a view of addition to total staff rather than quasisubstitution in some cases.

"Pupil help used instead" raises the question of paraprofessional definition. While a standard definition of "Paraprofessional" excludes pupils, many may be used as helpers, aides and auxiliaries in various facets of everyday conduct of school. Ever since schools were organized, teachers have found it expedient for certain pupils to perform classroom details.

The rejection of paraprofessionals as indicated by the responses "teachers do not want them," "school board does not want them," "parents do not want them," and "they have not worked out acceptably" does not rank high as a reason for paraprofessional nonuse. These responses may be related to one or more of the following influences: (1) meager knowledge of paraprofessional use and possibilities; (2) belief in the professional staff as minimum acceptable; (3) fear by teachers of professional competition; (4) inadequate planning and organization of paraprofessional talent and duties; and (5) fear of substandard child supervision and control.

Five school districts report "liability limits their use" as a reason for paraprofessional omission. In the greater population of 628 school districts this reason does not seem to be generally supported. Nevertheless, even though only a few school districts fear liability, the question must be faced and answered.

Several school districts report nonuse of paraprofessionals because of

the presence of student teachers. From one point of view such a reason may be accepted since the role of the teacher includes many details which must be learned by the aspiring student teacher. On the other hand, the university or college teacher trainer could not accept a situation where student teachers are placed in a position where they handle only supporting details and are denied the chance of experiencing the total teaching role.

Summary Statements

1. Of the 628 school districts responding in the study, 94.7 percent use some type of paraprofessional aides. This fact indicates a general acceptance of paraprofessionals by the New York State school districts.

2. The use of paraprofessionals is only slightly higher in the cities and suburban locales than in the rural districts. The rural setting seems to present some difficulties in recruiting paraprofessionals.

3. The most commonly used paid paraprofessionals in the state are: (1) lunchroom aide, (2) library aide, (3) teaching aide, (4) playground aide, (5) monitorial aide, and (6) audiovisual aide.

4. The most commonly used voluntary paraprofessionals in the state are: (1) library aide, (2) teaching aide, (3) lunchroom aide, (4) health service aide, (5) remedial aide, and (6) audiovisual aide.

5. The total of reported paid paraprofessionals (10,054) is about twice the number of voluntary paraprofessionals (4,854).

6. School districts seem particularly successful in obtaining voluntary paraprofessionals when direct one-to-one service to children is possible. These positions are more social than clerical.

7. Paraprofessionals go by all sorts of titles, duties, and combinations of duties. As used by the school districts reporting, no clear cut, final definition of paraprofessional seems to exist.

8. Most school districts require a prerequisite educational standard for paraprofessionals. The high school diploma is most common. Second in importance is "some college experience." On the other hand, school districts make a strong point of adopting standards in terms of types of paraprofessionals, indicating that duties determine qualifications.

9. The great majority of school districts do not require either a minimum or maximum age for paraprofessionals.

10. About one-fourth of the responding school districts provide special paraprofessional training programs through their own resources. This is done primarily by the city school districts.

11. Less than one-fifth of the school districts of the State are presently participating with other institutions and organizations in paraprofessional training. These programs are most often maintained by universities and colleges (48.7 percent), Federal programs, and boards of cooperative educational services, respectively.

12. Work hours of paid paraprofessionals are most commonly, (1) midday hours, and (2) equivalent to the teacher week. Since so many voluntary workers engage in school service at odd times, "other typical work hours" was most reported. Second in importance for voluntary paraprofessionals is "midday hours."

13. In answer to the question, "Would you use more paraprofessionals if available," the response was about 70 percent yes for both paid and voluntary professionals. It is, therefore, concluded that the use of paraprofessionals in New York State will continue to increase.

14. The greatest increase in the use of paraprofessionals has been since 1960. During the 1965-68 period about 50 percent of the school districts first began paraprofessional use.

15. Most school districts use their own budgets to support paid paraprofessionals (88.2 percent). Many school districts (37.6 percent) use governmental support for all or portions of their paraprofessional programs.

16. School districts which do not use paraprofessionals are primarily central rural schools or suburban union free schools.

17. Liability is a reason for paraprofessional nonuse in 5 school districts. This legal problem should be clearly resolved.

18. Of the 33 school districts not using paraprofessionals, only a small fraction show a rejection because of school board, teacher, or parent opposition.

APPENDIX

Table I

New York State School Districts Contacted in Phase One

Type of School District	Number Contacted	Number Responding	Percentage of Response
City School District ≥ 125,000 Population	4	4	100.0
City School District ≤ 125,000 Population	22	20	90.9
Enlarged City School Districts	26	25	96.1
Central School Districts - Suburban	150	141	94.0
Central School Districts - Rural	332	318	95.7
Union Free Schools - Suburban	125	114	91.2
Union Free Schools - Rural	8	6	75.0
Total	667	628	94.2

Table II

New York State School Districts Reporting Use of Paraprofessionals

Type of School District	Number of School Districts Responding	Number of Districts Reporting Paraprofessional Use	Percentage Using Paraprofessionals
City School District ≥ 125,000 Population	4	4	100.0
City School District ≤ 125,000 Population	20	19	95.0
Enlarged City School Districts	25	25	100.0
Central School District - Suburban	141	135	95.7
Central School District - Rural	318	301	94.6
Union Free School District - Suburban	114	106	93.0
Union Free School District - Rural	6	5	83.3
Total	628	595	94.7

Table III Types and Numbers of Para-Professionals in New York State

Types of Para-Professionals	Paid			Voluntary			Combined	
	Total Number	Number School Districts Using	Percent School Districts Using*	Total Number	Number School Districts Using	Percent School Districts Using*	Total Number	Number School Districts Using
Audiovisual	194	109	17.35	20	8	1.27	214	117
Lunchroom	3106	407	64.80	738	18	2.86	3844	425
Playground	991	175	27.86	171	12	1.91	1162	187
Teaching	2558	332	52.86	600	40	6.36	3158	372
Library	1030	349	55.57	628	45	7.16	1658	394
Homework	54	14	2.22	116	3	.47	170	17
Monitorial	387	164	26.11	34	4	.63	421	168
School-Community	71	18	2.86	271	7	1.11	342	25
Counselor	41	38	6.05	59	3	.47	100	41
Health Services	107	58	9.23	117	18	2.86	224	76
Teaching Materials	137	55	8.75	31	5	.79	168	60
Machine Operator	17	13	2.07	9	2	.31	26	15
Financial	5	2	.13	24	1	.15	29	3
Transportation	240	38	6.05	43	2	.31	283	40
Custodial	123	39	6.21	104	2	.31	227	41
Remedial	110	40	6.36	496	16	2.54	606	56
Cocurricular	71	6	.95	0	0	0	71	6
Office	225	33	5.25	6	2	.31	231	35
General	41	6	.95	50	1	.15	91	7
Other	546	38	6.05	1357	17	2.70	1903	55
Total	10,054	--	--	4874	--	--	14,928	--

*Percent of 628 school districts responding to questionnaire

Table IV

Comparisons Where Voluntary Paraprofessionals Exceed Paid Paraprofessionals in Numbers

Type of Paraprofessional	Total Number of Voluntary Paraprofessionals in All School Districts	Number of Districts Using Voluntary Paraprofessionals	Total Number of Paid Paraprofessionals in All School Districts	Number of Districts Using Paid Paraprofessionals
Counselor	59	3	41	38
Health Services	117	18	107	58
Homework	116	3	54	14
Remedial	496	16	110	40
School-Community	271	7	71	18

Table V

Educational and Training Requirements for Paid and Voluntary Paraprofessionals*

Minimum Educational or Training Standards	Percent of All Reporting School Districts	
	Paid	Voluntary
Bachelor's Degree	8.1	---
Some College	17.8	2.7
High School Diploma	65.4	7.3
Grade School Diploma	8.8	1.4
No Educational Standard	13.7	1.4
Specialized Training	6.8	2.1
Other	3.7	1.0

*Since there are many different types of paraprofessionals, school districts often reported several educational and training requirements depending on type. Hence the percent total in column "Paid" is greater than 100.

Table VI

Paraprofessional Educational and Training Requirements by Types*

Paraprofessional Type	Number of School Districts Responding					
	None	Elementary Diploma	High School Diploma	Some College	Bachelor's Degree	On Job Training
Teacher Aide	--	--	7	19	--	2
Lunchroom Aide	9	3	10	--	--	1
Library Aide	--	--	6	10	2	2
Study Hall Aide	--	--	1	4	--	--
Custodial Aide	3	1	--	--	--	--
Lay Reader	--	--	--	2	3	--
Playground Aide	2	--	1	--	--	--
School/Community Aide	--	--	--	1	--	--
Audiovisual Aide	--	--	1	--	--	1
Financial Aide	--	--	1	--	--	--
Home Room Mother	--	--	1	--	--	--
Monitor	--	--	2	--	--	--
Science Lab Aide	--	--	--	1	--	--
All Aides	--	--	2	1	--	--

*This table is a summary of comments made in terms of educational and training requirements of paraprofessionals according to types. Only a small percent of school districts respond in this manner.

Table VII

Paraprofessional Age Requirements

	Minimum Age		Maximum Age	
	Number of School Districts Responding	Percent of School Districts Responding	Number of School Districts Responding	Percent of School Districts Responding
Required	185	31.6	92	15.7
Not Required	400	68.4	494	84.3
Total	585	100.0	586	100.0

Table VIII

Minimum Age as Required by 185 School Districts

Minimum Age Required	Number of School Districts
14	1
15	1
16	6
17	1
18	45
19	0
20	7
21	119
22-24	0
25	5
Total	185

Table IX

Local Provision for Paraprofessional Training by Types of School Districts

School District Type	Paid N=534			Voluntary N=339		
	Program	No Program	% With Program	Program	No Program	% With Program
City School Districts >125,000	3	1	75.0	2	0	100.0
City School Districts <125,000	6	9	40.0	8	5	61.5
Enlarged City School Districts	6	12	33.3	6	10	37.5
Union Free School Districts--Sub.	31	65	32.3	20	43	31.7
Union Free School Districts-Rural	1	4	20.0	0	1	0
Central School Districts--Sub.	34	87	28.1	17	54	23.9
Central School Districts-Rural	47	228	17.1	33	140	19.1
Total	128	406	24.0	86	253	25.4

Table X

Participation of School Districts in Training Programs Provided by Outside Institutions and Organizations

Type of Paraprofessional	School Districts Participating		School Districts Not Participating		Responding School Districts
	Number	Percent	Number	Percent	
Paid	94	16.5	476	83.5	570
Voluntary	25	7.6	302	92.4	327

Table XI

Typical Paraprofessional Work Hours as Reported by 628 School Districts*

Hours	Paid Paraprofessionals		Voluntary Paraprofessionals	
	Districts Requiring	Percent	Districts Requiring	Percent
40 Hour Week	91	14.5	1	.2
Equivalent to Teacher Week	306	48.7	9	1.4
Half Days	148	23.6	21	3.3
Alternate Days	29	4.6	19	3.0
Midday Hours	329	52.4	22	3.5
Other Typical Work Hours	118	18.8	32	5.1

*Percentages represent all school districts reporting type of work hours. In many cases school districts reported several work hour schedules. The reader should consider each hour category separately.

Table XII

School District Response to Question "Would You Use More Paraprofessionals If Available?"

Type of Paraprofessional	Responding School Districts				
	Number Yes	Percent Yes	Number No	Percent No	Total
Paid	357	69.7	155	30.3	516
Voluntary	207	71.0	85	29.0	292

Table XIII

Respondent School District Use of Paraprofessionals

First Use of Paraprofessionals	School Districts			
	Paid		Voluntary	
	Number	Percent	Number	Percent
Before 1940	0	0	0	0
1940-44	2	.4	0	0
1945-49	1	.2	0	0
1950-54	10	1.8	8	8.0
1955-59	59	10.4	15	15.0
1960-64	228	40.2	26	26.0
1965 to Present	267	47.0	51	51.0
Total	567	100.0	100	100.0

Table XIV

Source of Funds*

Source of Funds	School Districts Responding			
	Paid		Voluntary	
	Paraprofessionals	Percent**	Paraprofessionals	Percent**
Regular School Budget	554	88.2	10	1.6
Governmental Support	236	37.6	7	1.1
Foundation Grant	7	1.1	0	0
Private Resources	0	0	2	.3
Other	7	1.1	1	.16

*Many school districts reported more than one form of funding.
**Based on total of 628 school districts reporting use of paraprofessionals.

Table XV

Major Reasons for Not Using Paraprofessionals

Reason	Paid F	Paid Rank	Voluntary F	Voluntary Rank	Total F	Total Rank
Unavailable	10	2	11	1	21	1
Schools Do Not Want Them	6	4	4	6	10	5
Teachers Do Not Want Them	4	8	2	9	6	9
School Board Does Not Want Them	4	8	5	4	9	7
Parents Do Not Want Them	1	11	1	10	2	11
Liability Limits Their Use	5	6	5	4	10	5
Training Facilities Not Available	7	3	7	2	14	3
Pupil Help Used Instead	5	6	6	3	11	4
They Have Not Worked Out Successfully	2	10	4	6	6	9
Cannot Be Supported Financially	13	1	2	9	15	2
Other Reasons	6	4	3	8	9	7

Table XVI

School District Types Represented by 33 School Districts Not Using Paraprofessionals

Type of School District	Number	Percent
City School District > 125,000	0	0
City School District < 125,000	1	3.0
Enlarged School District	0	0
Union Free School District - Suburban	8	24.2
Union Free School District - Rural	1	3.0
Central School District - Suburban	6	18.2
Central School District - Rural	17	51.5
Total	33	--

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